DOCUMENT RESUME

ED 319 736 SP 032 414

AUTHOR	Triplett, Jill Rambert
TITLE	Preparing More Minority Teachers: SREB States Take Action.
INSTITUTION	Southern Regional Education Board, Atlanta, Ga.
PUB DATE	Apr 90
NOTE	9p.; For related document, see SP 032 413.
AVAILABLE FROM	Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia 30318-5790.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Regional Spotlight: News of Education in SREB States; Apr 1990
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Black Teachers; Higher Education; High Schools; High School Students; Hispanic Americans; *Incentives; *Minority Group Teachers; *Teacher Education; *Teacher Recruitment; *Teaching (Occupation)

ABSTRACT

Most of the legislatures, colleges, and universities in the Southern Regional Education Board (SREB) states have implemented comprehensive programs designed to recruit, retain, and graduate more minorities in higher education, and to encourage minority students to select a career in teaching. This final report in a series of three publications describes initiatives in SREB states to increase the number of minority teachers. Suggested components for model programs are included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319736

REGIONAL SPOTLIGHT

SOUTHERN REGIONAL EDUCATION BOARD

NEWS OF EDUCATION IN SREB STATES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Preparing More Minority Teachers

SREB States Take Action

- *Minority students represent 30 percent of the students enrolled in the nation's public schools.*
- *Minority teachers represented only 13 percent of the nation's public school teachers in 1986.*
- *High school graduation rates for 18- to 24-year-old blacks and Hispanics have been increasing, but are still lower than for whites.*
- *College participation rates of 18- to 24-year-old blacks and Hispanics have worsened within the last 10 years.*
- *Today's undergraduate students are no longer majoring in education in the numbers they once were. This is particularly true of minority students, who in past years majored heavily in education.*

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. Triplett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Faced with these facts, most of the legislatures, colleges, and universities in the Southern Regional Education Board (SREB) states have implemented increasingly comprehensive programs designed to recruit, retain, and graduate more minorities in higher education, and to encourage minority students to select a career in teaching.

Some recent data suggest that there has been a modest increase in the number of students graduating from teacher education programs. This may or may not reflect a long-term trend. It would, however, require a major change in enrollment patterns to meet the serious need for more minority teachers.

This final report in a series of three *Regional Spotlights* describes initiatives in SREB states to increase the number of minority teachers and the number of minority students enrolling in, and graduating from, college. Programs range from early intervention in the middle grades to summer workshops for high school students and from financial incentives to teach in rural or urban locations or specified subject areas to regional and national consortia on teacher recruitment.

College Readiness

Increasing the total pool of minorities in higher education will lead to a larger pool of prospective teacher education students. Several SREB states (Alabama, Arkansas, Mississippi, Oklahoma, and Texas) have programs designed to encourage minority students to enroll in college. Alabama, Kentucky, South Carolina, and Texas have programs that are specifically directed to teacher education.

The Youth Opportunities Unlimited (YOU) program at the University of Arkansas at Pine Bluff is designed to encourage students who have been identified as "at-risk" of dropping out of high school to stay in school. About 40 ninth- and tenth-graders from across Arkansas participated in the eight-week program at the university in 1989. Students attend English, mathematics, and reading classes for high school credit. Counseling sessions are also part of the program. In addition, each student works in a campus office, earning minimum wage. Arkansas State University, Southern Arkansas University, and Henderson State University introduced the YOU program in 1988.

The Texas Higher Education Coordinating Board, in conjunction with the Texas Education Agency and private industry, also has established a Youth Opportunities Unlimited program. The Texas YOU project relies exclusively on federal funds to support programs for potential high school dropouts on 21 state university campuses.

SP 032 414

BEST COPY AVAILABLE

The Early Awareness Program at the University of Texas, El Paso, is a comprehensive effort to attract and retain more Hispanics by working with middle schools and high schools to encourage minority students to graduate from high school and enroll in and complete a college education. The program incorporates counseling and academic advising. It stresses preparation for college and emphasizes math, science, English, and other subjects that develop reading, writing, and critical thinking skills. A major component of the program is career awareness—the necessity of a college education for more career choices.

The University of Alabama in Huntsville participates in the city's Adopt-a-School program, through which it has adopted Johnson High School, the secondary school with the largest black enrollment in the city system. The university works closely with high school guidance counselors, students, and their parents. Workshops are also provided on financial aid for college students. In addition, a guide to high school courses that are recommended for entry into the university is being published. This will help parents, particularly those with little experience in the requirements for college admission, as well as the students.

Several SREB states have programs to help high school students improve skills needed for success in college.

Project YES—Youth Enhancement for Success—at Jackson State University in Mississippi improves the chances for college success of about 100 high school juniors and seniors annually by teaching them how to prepare for tests and helping them improve science and mathematics skills. Classes are administered by professors and college students. Eight Mississippi colleges and universities and eighteen public schools participated during 1989, the first year of the project.

At Oklahoma State University, the Minority Proficiency Program targets students attending public high schools with substantial minority populations. Diagnostic tests developed by the university's mathematics and English departments are administered to program participants and are used to diagnose deficiencies. Summaries of scores are prepared for teachers to assist students in correcting deficiencies prior to entering college. Two public high schools participated in the 1984-85 pilot program; approximately 240 students were tested. By the 1988-89 school year, seven public high schools were participating and approximately 1,300 students were tested.

Early Introduction to Teaching

Other programs in the SREB states focus specifically on preparing more minority students for teacher education programs and teacher certification. For instance, the Minority Access to Teacher Education (MATE) scholars program is coordinated by Benedict College, in cooperation with the South Carolina Center for Teacher Recruitment. The program is designed to encourage and attract academically talented high school students and presently enrolled college students to pursue teaching careers in South Carolina. Students participate in a three-week summer residency program held on campus. The MATE program offers full financial aid to qualified students who are committed to teaching in a rural community or critical subject area for a minimum of five years.

Another example of a university and school project to increase the number of minority teachers is the Minority Teacher Recruitment Project—a collaboration between the University of Louisville and the Jefferson County Board of Education. The program focuses on high school students, students in community colleges, and students who never attended college. The major thrust is the Teacher Mentor Program in which 22 high school teachers serve as mentors to students who have expressed a desire to teach or have been identified as excellent candidates for the teaching profession. The program also includes opportunities for students to visit college campuses and for parents to visit and become more aware of high school activities directed to encouraging students to become teachers.

Alabama State University selects ninth-graders interested in teaching and assists them to prepare for college. The program offers services to improve academic and test-taking skills.

The University of Texas at Austin received a grant from the Texas Education Agency to fund a program to help future teachers perform well on state-mandated tests. This program aids students who have the general knowledge and intelligence to be teachers, but who lack the academic skills to do well on the various assessment tests that determine program entry and progress toward teacher certification. A main component of the pilot project is the development of the Effective Test Performance Study Guide, which covers test-taking skills and strategies that emphasize reading, writing, and mathematics. The pilot group of approximately 1,000 students, ranging from high school juniors to college sophomores, received the new guide free of charge. Preliminary results indicate that the guide is effective and helps improve test scores. A study will be conducted to provide a complete assessment of the effect that using the guide has on student achievement. The guide is now available to other students and will be part of an ongoing assessment program.

Some efforts focus specifically on preparing more minority students for teacher education programs and teacher certification.

In Maryland, Future Teacher clubs link high schools

with institutions of higher education. Since 1987, the number of Future Teacher organizations has grown from approximately 12 to over 100. The organizations are vehicles for promoting careers in teaching, preparing students for higher education, and encouraging community service. The Future Teacher clubs especially emphasize recruiting minorities into the teaching profession. Two statewide conferences have been held to encourage students to pursue teaching careers. Approximately 40 percent of the conference participants were minorities.

Project CHOICE (College and High School Outreach to Inspire Careers in Education) is a component of the Future Teacher clubs. Bowie State University, Coppin State College, Morgan State University, and the University of Maryland-Eastern Shore—the state's four historically black institutions—received funding from the Council of Chief State School Officers to establish Future Teacher clubs to serve as models for the state.

Financial Incentives

Since unmet financial need is believed to deter some minority students from pursuing advanced education, scholarships and loans with "forgiveness" features that encourage minorities to pursue teaching careers may be particularly attractive. Several SREB states (Arkansas, Florida, North Carolina, and Tennessee) have created programs that provide financial assistance to minority students who agree to teach in rural or urban school systems or in "critical need" subject areas, such as math and science.

In Arkansas, for example, legislation was passed in 1989 to create the Minority Teacher Education Loan Program. Awards will be granted to black and other minority students preparing for initial certification as teachers in the state's public schools. The program, which has yet to be funded, would provide loans of up to $3,000 per year to students who are within two years of completing teacher education programs. Loan recipients are required to teach a minimum of five years in Arkansas, at which time the loan will be forgiven. Also, the Freshman/Sophomore Minority Prospective Teacher Loan Program provides annual awards of $2,000 per year for students preparing to enter an approved teacher education program.

In Tennessee, as a result of a recommendation by the Tennessee Task Force on the Supply of Minority Teachers, the Teaching Fellows Program was created. Awards are $5,000 per year to minority college students preparing for a teaching career. A year of the loan is forgiven for every year the recipient teaches in a public school in Tennessee. Funding was provided to award grants to 19 freshmen entering college in the 1989-90 academic year.

In Florida, the Chappie James Most Promising Teacher Scholarship program provides awards of up to $4,000 per year for four years for one student from each

Financial Incentives for Minority Education Students

	Name of Program	Program Initiated	Total State Appropriation 1989-90	Amount of Annual Awards	Number of Awards to Minorities	Total Number of Awards
Arkansas	Minority Teacher Education Loan Program (1)	1989	—	$2,000/3,000	—	—
Florida	Chappie James Most Promising Teacher Scholarship/Loan Program (2)	1986	$2,676,000	$4,000	45	279
North Carolina	North Carolina Teaching Fellows Program (3)	1986	$95,000	$5,000	80	400
	Prospective Teacher Scholarship/Loan Program(3)	1957	$1,600.000	$2,000	200	800
Tennessee	Minority Teaching Fellows Program	1989	$95,000	$5,000	19	19
Virginia	Virginia Teaching Fellows Scholarship/Loan Program (4)	1984	$600,000	$1,000/2,000	33	350

(1) The program has not been funded.
(2) The program designates a percentage of awards for minorities.
(3) These programs are not exclusively for minorities, but minority participation has substantially increased as a result of other efforts by the state since 1987.
(4) Virginia added "member of a minority group" as one of the requirements for the scholarship for the 1989-90 academic year.

Note: Alabama, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Texas, and West Virginia participate in the federal teacher scholarship program and/or have state scholarship/loan programs for teacher education students, but none are targeted specifically for minority students. Data is not available by ethnicity.
SOURCE: State departments of education and higher education.

high school in Florida. The current requirements are that the percentage of minority recipients reflect the percentage of minorities in the state population; 15 percent of the scholarships are awarded to minorities. A proposal is being considered to double the number of annual awards and require that one-half go to minority students.

The College of Education at Texas A&M University and nine school districts provide opportunities to minority high school graduates who seek careers in teaching. Recipients of the Minority Scholarship Loan Program awards are expected to earn teacher certification through Texas A&M University's five-year teacher education program. Awards are $5,000 each year for five years and are based on successful progre toward the completion of certification requirements. Awards are restricted to blacks and Hispanics.

College loans are forgiven by service in public schools for an agreed number of years.

Texas A&M, in conjunction with sponsoring school districts, will award a minimum of five scholarships/loans beginning in the 1990-91 academic year. The sponsoring school district can nominate any number of its qualifying graduates for the award. For each nominee selected by the university, the district and the university each agree to finance 50 percent of the award. Funds received from the school district are loans to be forgiven by service to the school district for an agreed number of years, or to be repaid. The university funding is considered scholarship money and does not have to be repaid.

The School of Education at Georgia Southern College began the Minority Teacher Recruitment Program to encourage excellent junior and senior high school students in 11 school systems to enroll in their teacher education program. Approximately 30 students participate in the program. School districts have agreed to finance a part of the students' costs, with awards ranging from $500 to $1,500 each year toward the students' expenses. School districts also agree to employ the student after graduation.

North Carolina's Teaching Fellows Program, administered by the Public School Forum of North Carolina, provides fellowships of $5,000 per year for four years to high school graduates who have never been enrolled in a two-year or four-year degree-granting college program. Fellowships are forgivable loans, with one-fourth of the loan forgiven during each of the first four years of teaching. Since 1986-87, the state legislature has appropriated $2 million per year for each entering class of 400. The program will be funded for a total of $8 million for four years. In 1986-87, 13 percent of the 400 fellows were minorities. The percentage of minority students increased to 20 percent for 1988-89. Currently, the program is offered at 13 colleges and universities. An interesting feature of the program is a "Summer Odyssey" program, in which fellows travel across North Carolina studying history, economic resources, and conditions of education.

Project Teach, a component of the North Carolina Teaching Fellows Program, is a partnership between the North Carolina legislature and the National Conference of State Legislatures. Talented minority students and their parents are given information about educational and financial assistance opportunities for prospective teachers. Workshops also are held to help students prepare for the Scholastic Aptitude Test (SAT) and college interviews. In addition, students and their parents visit North Carolina A&T and North Carolina Central universities, two historically black institutions that are participating in the Teaching Fellows programs. Since its implementation, Project Teach has helped increase the number of minority applicants for the Teaching Fellows Program from 69 in 1986-87 to 144 in 1987-88. Minorities comprised 20 percent of the fellowship awards for the 1988-89 academic year.

Initiatives in University Departments of Education

The Virginia General Assembly appropriated $1 million to assist Norfolk State University and Virginia State University, two of the state's historically black institutions, in efforts to restructure their education programs.

Norfolk State University implemented various programs to increase the number of minority students in teacher education, including:

- —Full tuition scholarships for teacher education students;
- —Specific courses designed to help students prepare for the National Teacher Examinations;
- —A collaboration with Norfolk public schools for recruitment;
- —A full certification program for teacher aides; and
- —A national annual conference related to recruitment and retention of black public school teachers.

Virginia State University established a National Teacher Examinations (NTE) Performance Improvement Project. Following are some of the initiatives:

- —A diagnostic/prescriptive test to measure the strengths and weaknesses of freshman education majors;

—A mock NTE to assess the needs of students who have completed their general education courses (usually sophomore students);
—A computer laboratory to offer programmed instruction for NTE preparation and academic subjects; and
—Pacesetter scholarships based on academic merit to be awarded to students enrolled in teacher education programs.

Dillard University in Louisiana is utilizing federal funds to strengthen its teacher education program. Several changes have been implemented, including:

—A computer laboratory that students can use to prepare for the National Teacher Examinations and practice using the computer as an instructional aid;
—A comprehensive exit examination for teacher education students;
—An improved curriculum laboratory with more reference materials and instructional material available for use with practice teaching; and
—Faculty development in test construction, teaching and learning styles, and strengthening liberal arts in teacher education.

Tennessee State University's Minority Teacher Center, which has yet to be funded, was established to recruit and retain minority teacher education students. The center will focus on preparing students for the National Teacher Examinations (NTE) and the Pre-Professional Skills Test (PPST) required by the state for teacher certification. Freshmen and sophomores interested in teacher education at the university will be linked with students already admitted to the program. In addition, a computer laboratory will be established for preparation for the NTE.

In Alabama, the Division of Education at Birmingham-Southern College has implemented several initiatives to increase the numbers of minorities entering teacher education programs, including:

—Partnerships with neighboring high schools and middle schools. Activities include teacher education students tutoring middle and high school students, and workshops with counselors, teachers, and students to encourage students to take college preparatory courses;
—Campus visitation days for potential students to discuss requirements for admission to and completion of teacher education programs and the advantages of a career in teaching; and
—Use of minority alumni in recruiting efforts.

Teacher Recruitment Centers

Multi-faceted programs are provided by teacher recruitment centers in North Carolina and South Carolina focusing on increasing the number of minority teachers. In 1986, the North Carolina General Assembly established the Teacher Recruitment Center within the Division of Teacher Education in the Department of Public Instruction. The center has developed several programs and services for the recruitment and retention of minority teachers, including:

—800 scholarships, at $2,000 per year for four years, of which 20 percent were awarded to prospective minority teachers in 1989, compared to 7.9 percent in 1987;
—A $300 stipend to 341 outstanding teachers (one from each high school in the state) to promote teaching in the community, improve morale in the schools, and encourage students to pursue teaching careers; and
—Eight one-year sabbaticals to persons who had been named Teacher of the Year to serve as regional recruiters.

Of the 600 students recruited during the 1986-87 academic year, approximately 30 percent were minorities. The program will conduct a longitudinal study to determine how many of these students complete their requirements for teacher certification.

The South Carolina Teacher Cadet Program, a state-funded project, is sponsored and directed by the South Carolina Center for Teacher Recruitment located at Winthrop College. The Teacher Cadet Program encourages students who possess a high level of academic achievement to consider teaching as a career. Students are exposed to teaching and the education system through class discussions, observation and participation in public school classrooms, and interactions with successful administrators and teachers. Since 1986-87, approximately one-third of those enrolled in the program were minority students. In 1986-87, there were 380 participants; in 1989-90, there were 1,450. Eighty-four percent of the students are seniors and 15 percent are juniors. About 35 percent of the cadets enter teacher training programs in college. Seventy-four high schools and eighteen colleges participated in the 1988-89 program.

High school students with high academic achievement levels are encouraged to consider teaching as a career.

South Carolina's Pro-Team Program focuses on seventh- and eighth-grade students. The two-year "Pro-

Team Pilot" is supported by the center and the Edna McConnell Clark Foundation. The program seeks to increase the pool of minority college students and spark their interest in a teaching career. Twenty-one middle schools in South Carolina are participating in the project. The center periodically conducts advertising campaigns promoting teaching as a career. Direct mail efforts to target audiences include mailings to high school seniors with Scholastic Aptitude Test scores in the upper 40 percent of the population and minority students who intend to enroll in college. In addition, the center sponsors conferences and forums on the supply and retention of teachers and publishes an annual directory of students graduating from South Carolina colleges and universities with teaching credentials.

Incentive Grants to Promote Higher Education

The Tennessee Higher Education Commission has established the Minority Student Achievement Funding Program to develop and implement a statewide funding policy to provide direct incentives and rewards to public colleges and universities that successfully enroll, transfer, and graduate minority undergraduate students and show improvements in other predetermined areas of minority student achievement.

The Governor's Minority Student College Preparation Program provides $250,000 each year to Kentucky's higher education institutions to prepare middle and high school students for college. Funds are distributed to selected programs based on proposals submitted by the institutions.

Many of the grants provide special services, including mentoring, tutoring, and counseling.

Project Linkage, coordinated by the State Department of Education in Maryland, provides grants to regional clusters of school systems, community colleges, and baccalaureate institutions to identify talented minority students. The grants provide special services, including mentoring, tutoring, and counseling, to minority students to prepare them for higher education. Currently, 8 (of 18) baccalaureate institutions, 8 (of 17) community colleges, and 12 (of the 24) school systems participate in the project.

To encourage students in grades K-12 to consider teaching science or mathematics as a career choice, the Science Academy of Austin (Texas) was awarded $162,884 for the first year and $175,106 for the second year by the National Science Foundation's Private Sector Partnership Program for the Improvement of Science and Mathematics Education.

Regional and National Consortia

In response to the decline in the number of minority teachers and the increase in minority enrollment in the nation's public school systems since the early 1980s, several networks that include colleges and universities, public school systems, foundations, and education agencies have been established.

Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina are members of the Southeastern Educational Improvement Laboratory, which has developed a cooperative program with local minority community organizations, school systems, and institutions of higher education to attract more minorities into the teaching profession. The Future Is Now in Education (FINE) program exposes minority middle school students and their parents to the academic requirements and financial planning needed for college entrance and success. A pilot program began in North Carolina and South Carolina early in 1990; FINE is scheduled to be implemented in the other four states in fall 1990.

The State Higher Education Executive Officers (SHEEO) awarded grants to eight states (Arizona, Colorado, Illinois, Massachusetts, Montana, New York, Ohio, and Tennessee) to track minority progress, strengthen the general education curriculum, improve transfers from two-year to four-year colleges, and increase the number of minority students who graduate from college with bachelor's degrees. Grants ranged from $40,000 to $64,000. (SHEEO is a non-profit organization of the chief executive officers of the state higher education coordinating and governing boards.)

Fordham University and the City College of New York, Xavier University of Louisiana, Hostos Community College, California State University at Dominguez Hills, and the Ava G. Mendez Educational Foundation, which operates three private colleges in Puerto Rico, will participate in a program to train minority teachers. Beginning in fall 1990, the institutions will work with urban high schools having large minority enrollments to recruit students interested in teaching. The students participate in a program of Saturday and summer college enrichment courses during high school to encourage them to enter college as an education major. Students also receive counseling on selecting and applying to colleges and in seeking financial aid. This project is unique because large urban colleges are linked with a historically black institution and institutions that historically have served Hispanic students.

The Ford Foundation's program to increase the number of minority teachers links large colleges and universities with historically black institutions. The program, which began in 1989, has provided grants to institutions participating in the consortia: Tuskegee

University in Alabama, $894,000 over two years; the Cleveland Foundation in Ohio, $547,300 over two years; Spelman College in Georgia, $500,000 over two years; and Florida State University, $200,000 over one year. Other colleges participating in the program in Florida include: Florida A&M University, Edward Waters College, and Bethune—Cookman College—all historically black institutions-the University of North Florida, and the University of Central Florida.

Special programs link college and school district efforts to attract minority students to teaching.

Conclusions and Recommendations

All SREB states have made some effort to establish and implement programs to increase the number of minorities in higher education and in the teaching profession. The more comprehensive programs, such as those in Florida, North Carolina, South Carolina, and Texas, represent models that can be adapted and enlarged upon by other states.

For instance, programs in North Carolina include several approaches:

Academic preparation—The Project Teach Program begins in the high schools to prepare students for higher education and encourages them to pursue teaching careers.

Financial incentives—The Teaching Fellows Program provides fellowships of $5,000 per year for four years.

State commitment—A teacher recruitment center has been established for the purpose of increasing the number of minority teachers.

Teachers recruit teachers—Rewards are given to outstanding teachers for recruiting efforts.

Academic preparation, financial incentives, state commitment (including financial support), and encouraging teachers to recruit teachers are some of the components needed for programs that can make a difference. States, particularly those in which minority student enrollment in the schools ranges from 25 to 50 percent, are going to have to make a serious effort if the declining number of minority teachers is to be reversed.

The next phase—evaluating and assessing the programs—is more complicated. SREB states and institutions must determine if these programs are achieving the desired results.

Is the program actually increasing the number of minorities enrolling in and completing higher education?

How many of those students eventually are graduating from teacher education programs?

Are they meeting teacher certification requirements?

The programs featured in this report are examples of the types of initiatives that can be implemented in most states and institutions.

The critical issue is developing and adopting effective comprehensive efforts to increase the numbers of minorities in higher education and in the teaching profession. Each state, institution, educator, and, indeed, citizen in this nation has a personal interest in ensuring that the minority youth of today enroll in and complete higher education. They are, and increasingly will be, a critical component of the work force and voters of tomorrow. The investment made today will produce the supply of minority educators and other trained professionals needed to maintain and improve the quality of life for all of us.

This issue of *Regional Spotlight* was prepared by Jill Rambert Triplett, SREB Research Associate.

April 1990

Selected Sources

Carter, Andrea F. "Minority Teachers for Florida's Classrooms: Meeting the Challenge." Report and recommendations of the Education Standards Commission. April 1987.

Cabello, Beverly and Dash, Roger. "Programs for the Recruitment, Preparation, and Retention of Teachers to Work with Diverse Student Populations." Southern Service Center. September 1988.

Halcon, John J. "Exemplary Programs for College-Bound Minority Students." Western Interstate Commission for Higher Education. July 1988.

Miller, Joy. "State/Institutional Initiatives for Minority Teacher Recruitment." Education Commission of the States. Fall 1988.

Norton, John and Graham, Patricia. "Minority Teacher Recruitment in South Carolina." Presented at the National Invitational Conference on Recruitment and Retention of Minority Students in Teacher Education, Lexington, Kentucky. April 1987.

Public School Forum of North Carolina. "Who Will Teach Our Children? A Proposal to Recruit Quality Teachers for Tomorrow's Schools." 1986.

Rambert, L. Jill. "Preparing More Minority Teachers: Why the Decline in Minority Teachers?" *Regional Spotlight*. Southern Regional Education Board, April 1989.

Rambert, L. Jill. "Preparing More Minority Teachers: The Impact of Historically Black Colleges and Universities on the Supply of Black Teachers." *Regional Spotlight*. Southern Regional Education Board, October 1989.

State Higher Education Executive Officers and Education Commission of the States. "Focus on Minorities: Synopsis of State Higher Education Initiatives." June 1987.

Tennessee Association of Colleges of Teacher Education/Appalachia Educational Laboratory Study Group. "Programs of Promise: A Summary of Current Programs Focusing on the Recruitment of Minority Candidates to Careers in Professional Education." March 1988.

REGIONAL SPOTLIGHT
NEWS OF EDUCATION IN SREB STATES

Margaret A. Sullivan, Editor

Published by the
SOUTHERN REGIONAL EDUCATION BOARD
592 Tenth Street, N. W.
Atlanta, Georgia 30318-5790

Non-Profit Org.
U.S. Postage
PAID
ATLANTA, GA
Permit No. 404